DOCUMENT RESUME

ED 076 013 EM 011 003

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TITLE	A Study of Two College Credit Courses Offered Over Television by the Southern California Consortium for Community College Television.
INSTITUTION	Long Beach Unified School District, Calif.
PUB DATE	72
NOTE	34p.; Paper presented to the California Association for Educational Media and Technology (Newport Beach, California, October 27-28, 1972)
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	Academic Achievement; *Community Colleges; Educational Television; Enrollment Influences; Home Study; Part Time Students; Program Evaluation; *Publicize; *Televised Instruction; University Extension
IDENTIFIERS	Southern California Consortium Community College T

ABSTRACT

A consortium of 20 community colleges in Southern California enrolled approximately 8000 students for two televised college credit courses and made comparisons between these students and on-campus students in the same courses. Information was gathered either through questionnaires, college records, or interviews about course effectiveness, audience composition, and publicity effectiveness. Results showed no significant differences between on-campus students and students taking the televised courses in grades, although more students did not complete one of the televised courses as compared with on-campus students in the same course. Further, televised courses did not significantly reduce on-campus enrollment in the same courses, and students taking the televised courses like their convenience best. Analysis of the data on audience characteristics showed that the typical television student was a married female with some college education who was taking the course on a part time basis to get a college degree. Finally, the publicity data indicate that heavy publicizing of the courses probably led to greater enrollments, and that brochures were the most effective method. (SH)

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A STUDY OF TWO COLLEGE CREDIT COURSES OFFERED OVER TELEVISION

BY THE

SOUTHERN CALIFORNIA CONSORTIUM FOR COMMUNITY COLLEGE TELEVISION

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BY

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Funded by and Presented to the California Association for Educational Media and Technology, Southern Section

1972

EM011003

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SUMMARY OF RESULTS

During the fall, 1971, semester a consortium of 20 community colleges in the southern California area enrolled approximately 8000 students for two televised college credit courses, History of Mexico and Health Education. An analysis of these two courses and their students provided the following information.

The differences in the grades of students taking on-campus courses and the televised courses were not significantly different at the .05 level except for the W's (withdrawals) in Health Education. In other words, significantly more students did not complete the televised Health Education as compared with the on-campus Health Education. However, this was not unexpected considering the ease with which students were able to enroll. The following chart summarizes the grade distributions.

CHART 1 - COMPARISON OF GRADES FOR TELEVISION AND ON-CAMPUS STUDENTS

Grades	History of Mexico Television	History of Mexico On-Campus	Health Education Television	Health Education On-Campus
A	10%	16%	11%	11%
B	18%	18%	16%	20%
C	26%	25%	21%	29%
D	4%	4%	6%	9%
F	0%	1%	1%	3%
W	43%	35%	46%	27%
I	0%	0%	1%	1%

In both courses, the largest percentage of students felt televised courses and on-campus courses were equal in difficulty. The following chart summarizes their reactions.

CHART 2 - STUDENTS' OPINION OF DIFFICULTY OF TELEVISED AND ON-CAMPUS COURSES

	History of Mexico	Health Education
TV and campus are the same	43%	45%
TV is harder	30%	31%
TV is easier	23%	18%
No basis for comparison	5%	6%

The televised courses did not significantly reduce the enrollment of the same on-campus courses In fact, in the case of History of Mexico, 82% more students enrolled in the on-campus History of Mexico courses while the course was on TV than had enrolled the previous year when the course was not on TV. In the case of Health Education, there was only a 2% decrease in health education on-campus enrollment when the course was on television.

The element which students liked best about both courses was the convenience of watching in their homes. They also liked the methods of presentation. A frequent complaint was that more guidance was needed. Students also criticized some of the elements of technical quality. Just about every course imaginable was mentioned by someone as a course that should be offered over television. Just about every time imaginable was mentioned as a time that courses should be aired with early morning leading among the Health Education students and early evening among the History of Mexico students.

In general, the typical television student is a married female who is older than the typical college-age student. She has some college education and is taking the course on a part time basis in order to get a college degree. The following charts summarize audience characteristics.

CHART 3 - SEX BREAKDOWN OF TELEVISION STUDENTS

	History of Mexico	Health Education
Female	64%	67%
Male	36%	33%

CHART 4 - AGE BREAKDOWN OF TELEVISION STUDENTS

	History of Mexico	Health Education
Under 20	16%	33%
Over 20	84%	67%

CHART 5 - DEFINED ADULT STATUS OF TELEVISION STUDENTS

	History of Mexico	Health Education
Defined Adults	71%	63%
Non-defined Adults	29%	37%

CHART 6 - MARITAL STATUS OF TELEVISION STUDENTS

	History of Mexico	Health Education
Married	55%	52%
Single	40%	44%
Divorced	5%	3%

CHART 7 - YEARS SINCE TELEVISION STUDENTS LAST ATTENDED SCHOOL

	History of Mexico	Health Education
0 to 2	81%	84%
More than 2	19%	16%

CHART 8 - STUDENTS' REASON FOR TAKING COURSE

	History of Mexico	Health Education
For Degree	42%	66%
Interest in Subject	42%	20%
Other	16%	14%

CHART 9 - OCCUPATIONAL BREAKDOWN OF TELEVISION STUDENTS

	History of Mexico	Health Education
Student	32%	41%
Housewife	19%	22%
Teacher	11%	4%
Other	38%	33%

CHART 10 - INCOME BREAKDOWN OF TELEVISION STUDENTS

	History of Mexico	Health Education
Below $3000 per year	29%	40%
$3000 - $6000	16%	12%
$6001 - $9000	19%	12%
$9001 - $12,000	18%	18%
$12,001 - $15,000	7%	12%
$15,001 and over	11%	6%

CHART 11 - EDUCATION BREAKDOWN OF TELEVISION STUDENTS

	History of Mexico	Health Education
High School Graduate or less	12%	24%
0-30 college units completed	33%	48%
31-60 College units completed	26%	20%
Over 60 units or B.A. or above	29%	8%

The courses were very heavily publicized which seemed to be the main key to their large enrollments. The brochures which were distributed were the most effective means of getting students to enroll. The following chart summarizes the publicity results.

CHART 12 - MEANS BY WHICH STUDENTS LEARNED ABOUT THE COURSE

	History of Mexico	Health Education
Brochure picked up	29%	23%
Announcement on television	19%	12%
A friend	13%	12%
Brochure that came in the mail	11%	9%
Newspaper article	9%	9%
Poster on a bulletin board	5%	5%
College schedule of classes	4%	14%
Announcement by college instructor	3%	5%
College counselor	3%	4%
Enrolling in previous course	3%	5%
Announcement on radio	2%	1%
Other	0%	2%

Overall, it appears that the courses offered by the southern California Consortium for Community College Television are effective and offer education to many who might not be able to obtain it otherwise.

BACKGROUND OF THE STUDY

During the fall, 1971, semester a consortium of twenty community colleges in the southern California area enrolled approximately 8000 students for two televised college credit courses, History of Mexico and Health Education. There were slightly over 5000 students enrolled in History of Mexico and slightly under 3000 in Health Education. This was a record-setting number for open-circuit courses, so it was felt that some effort should be made to analyze how this large an audience was obtained, what type of people comprised it, and whether or not the courses were educationally effective.

A Certificate of Scholarship was awarded to the author by the California Association for Educational Media and Technology, Southern Section, in order to undertake this study. The information gained from this study will serve many purposes beyond the report to this organization. It can aid the Consortium in knowing which of its methods of publicizing are most effective and how it should gear future courses to meet student needs. It can aid the Chancellor's Office in obtaining information which it needs for its reports on Coordinated Instruction Systems. It can provide ammunition so that the CIS legislation can be changed to provide straight ADA rather than ADA up to 50% of costs It can serve as a guide to other areas of this country or others which are trying to develop open-circuit TV courses.

The Consortium itself has an interesting history Its foundations were laid in 1966 when KABC-TV approached the Office of the Los Angeles County Superintendent of Schools with an offer to provide free air time and production assistance for the presentation of a credit course on Channel 7.

The County Office called together the presidents of the community colleges in the southern California area and they decided enthusiastically to accept KABC's

offer. At that time there were sixteen colleges involved and the organizational plan was that each, in turn, would provide a teacher to present a course and would enroll all students for that course.

The first course produced and presented was History of Art undertaken by Pasadena City College. It was aired in the fall of 1967. The second course, Health Education, was presented by Long Beach City College and aired in the spring of 1968. Both these courses had healthy enrollments--History of Art was well over 1000 and Health Education was slightly over 2000.

Plans were made to begin a third course, Introduction to Psychology, with a teacher from El Camino College. However, KABC-TV was unable to continue its financial support of the project, so this course was never produced and the open-circuit college credit course concept died among the community colleges for several years.

However, in 1969, interest was once again revived in this concept, and a group of college representatives met and began formulating plans for open-circuit television courses. This time a Joint Powers Agreement was signed by twenty colleges, each of which contributed $2000 to the formalized Consortium. The idea was that this money would be used to produce courses which would then be offered for credit by all the colleges.

However, $40,000 does not go very far in producing television courses, so the initial courses which the consortium ran were obtained from various sources. The seven Los Angeles City Community Colleges had at one time presented college credit courses and one of these, History of World Theater, was rerun. The Los Angeles City Schools also completely paid for the production of two new courses, Law for the '70's and History of Mexico, and these were run in conjunction with the Consortium. Pasadena City College completely underwrote the production of a new History of Art series, and the Health Education course which Long Beach City

College had produced was edited, updated, and rerun several times. The Consortium, itself, paid for a teacher and production aides for an Introduction to Psychology course. This was produced at KABC which again provided free production facilities.

The initial stages of the Consortium endaevor, like those of most innovative projects, stumbled over rocky roads, mainly in terms of publicity and mechanics. Since all the colleges were offering credit, much coordination needed to be worked out among registrars counselors, book store mangers, telephone operators, and other college personnel. The situation can probably best be described as trying to keep twenty balloons down in a bathtub.

During the first year of the Consortium's operation, 1970-1971, enrollments were low--approximately 400 per course. In the summer of 1971, the Los Angeles City Schools hired a full-time television coordinator to promote their soon-to-be-aired course, History of Mexico, and the Consortium hired an administrator to promote courses and handle details among the colleges.

In the fall of 1971 History of Mexico was aired, and on the double bill with it was the fourth rerun of Health Education. As already mentioned, enrollment soared, and it is with these two courses that this report is concerned.

Since the fall, 1971, airings, the Consortium has continued to make progress. It now has formal Consortium representatives from each college who attend regular meetings. Sever of these representatives have been elected to an Executive Council which serves as the governing board. A regular instructor is available on each campus who councils students and administers exams. Curriculum guidelines for course implementation have been worked up as well as guidelines for hiring teachers. There is more overall faculty involvement in the planning and overseeing of courses. More colleges have joined the Consortium and it has received some grant money. One new course, astronomy, has been produced as an all-consortium project and two

other courses are in the beginning stages of production. Another local television station. KHJ, is donating free production assistance and air time. Consortiums in other areas of the country are making inquiries about buying courses.

So the future looks bright and it is hoped that the information provided in this report will help the Consortium develop along positive lines.

METHODOLOGY USED IN THE STUDY

The data for this report was gathered from three main sources. One was a questionnaire given to most students who took the History of Mexico and Health Education courses (See Appendix A). This questionnaire asked the students questions about themselves to determine audience composition. It also asked questions about their opinions of the course to determine course effectiveness, and it asked one question to determine which type of publicity was most effective.

The second source was a questionnaire given to each Consortium representative (See Appendix B). This requested information from each college's records and was mainly used to determine course effectiveness with some of it relating to audience composition and some to publicity.

The third source was interviews with people deeply involved in the Consortium. This was used mainly to determine publicity methods, but in some cases related to course effectiveness or audience characteristics.

The information from each college on both questionnaires was tabulated. Then totals were run so that each statistic represented information from the Consortium as a whole. All of the raw numbers were converted to percentages because the numbers themselves were rather meaningless. Some schools were unable to give some of the information because their internal accounting systems did not provide this information. Also, some of the questions were not applicable to some schools. For example, some colleges did not have an on-campus History of Mexico course so had no figures to report for it. In many instances, students did not answer certain questions or gave more than one answer to others. This was permissible by the form of the questionnaire and in no way affected the validity of the results.

The results of the information gathering were divided into the three categories listed below, namely course effectiveness, audience composition, and publicity effectiveness.

ANALYSIS OF COURSE EFFECTIVENESS

One of the questions confronting the Consortium was whether or not the education it was providing was effective. An attempt was made to determine this by comparing grades of on-campus and television students and by asking students their opinions of the courses. Related issues that were researched were the effect of television courses on on-campus enrollment, the time of day that would be best for airing the courses, and the courses students would prefer.

The comparison of grades was accomplished by totaling the final grades for all the television students for both courses and then totaling final grades for one randomly selected health education on-campus course and one randomly selected History of Mexico course from each of the consortium colleges. These numbers were then converted to percentages as below:

CHART A - COMPARISON OF GRADES FOR TELEVISION AND ON-CAMPUS STUDENTS

Grades	History of Mexico Television	History of Mexico On-Campus	Health Education Television	Health Education On-Campus
A	10%	16%	11%	11%
B	18%	18%	16%	20%
C	26%	25%	21%	29%
D	4%	4%	6%	9%
F	0%	1%	1%	3%
W	43%	35%	46%	27%
I	0%	0%	1%	1%

Chi-square tests revealed no significant differences at the .05 level except for the W's (withdrawals) in health education. Here, significantly more students

students did drop the course than dropped the on-campus course. Although it was not statistically significant, there were also considerable more drops in the televised History of Mexico than its on-campus equivalent.

This dropping phenomena can probably be attributed largely to the ease with which students could enroll. All that was required was mailing in a form--no long registration lines and no initial payment for books needed. It was also easy to drop out--all that was required was that the student not take the final. This made it easy for those not highly motivated. Also, health education was a required course on campuses so students seriously pursuing a degree couldn't affort to drop it as easily as those just taking a few television courses. The television student did not get as much guidance and prodding as on-campus students which probably also attributed to drops.

Students were asked on a questionnaire about the difficulty of TV courses. If they had ever taken on-campus courses, they were asked to rate the difficulty of the TV course in comparison to the on-campus courses. The results are tabulated below:

CHART B - STUDENTS' OPINION OF DIFFICULTY OF TELEVISED AND ON-CAMPUS COURSES

	History of Mexico	Health Education
TV and campus are the same	43%	45%
TV is harder	30%	31%
TV is easier	23%	18%
No basis for comparison	5%	6%

As can be noted, the results were very similar for both courses--most students felt they were the same with more feeling they were harder than easier. This indicated that the TV courses definitely are not "watered down."

Students were also asked to list those things which they liked best about the course and those ways they felt the course could be improved. All the answers were read and then listed in what seemed to be appropriate categories.

The things which the students liked best about the History of Mexico are listed below in order of the number of times mentioned.

CHART C - STUDENTS' OPINION OF STRONG POINTS OF HISTORY OF MEXICO

The convenience of being able to take the course at home

The visuals used, particularly the on-location filming

The inherently interesting subject matter

The instructor

The fact that the programs were on three different times during the day

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The elements of Health Education that students liked best are listed below in order of frequency mentioned.

CHART D - STUDENTS' OPINION OF STRONG POINTS OF HEALTH EDUCATION

The convenience of being able to take the course at home

The method of presentation, especially the visuals

The practical nature of the subject matter

The teacher

The good books used as texts for the course

It is interesting to note that for both courses the two top items are characterists for which the TV medium is particularly well suited.

Following are the most frequently listed ideas for how History of Mexico could be improved.

CHART E - STUDENTS' OPINION OF WEAK POINTS OF HISTORY OF MEXICO

Improve technical quality such as poor audio and background noise

Give more guidance and better tests

Present less material over more time

Improve registration procedures

Don't air required courses on holidays

Following are the most frequently listed ideas for how Health Education could be improved.

CHART F - STUDENTS' OPINION OF WEAK POINTS OF HEALTH EDUCATION

Give more guidance and better tests

Change the time of airing

Make books less expensive, easier to get, and have less reading assigned

Change production elements such as number of guests and films

The Consortium has taken student criticism seriously and tried, in various ways, to correct shortcomings. The main shortcomings,as obvious from the above, are in the areas of guidance and tests. The biggest criticism, generally, of educational television is that you can't ask the TV set a question. This shortcoming seemed to bother the Consortium students, too. To help rectify this, the Consortium has tried to expand the duties of the teachers-of-record (the on-campus teachers who counsel students). Many now hold optional seminar and review sessions

once or twice during the semester. Others watch the programs on-campus with students who wish to view there and then hold discussions. It is too soon to tell if these methods will help the situation or are even the "right" approach.

There has also been criticism from the students that the teacher on television did not give enough guidance as to what is really important and what will be required of students. The programs presently being produced are taking this into account and much more is being said on TV about tests and assignments. The TV lectures now include several review sessions to aid the student in studying for the exam.

Testing has been a bain to the Consortium. The combined criticisms against the Mexico and Health tests include: not enough questions, too difficult, too much concentration on trivia, not enough correlation between the text and lecture, not enough information given to the students as to what the test would contain, test questions not understandable.

At the time this study was conducted, the television teacher made up the exams and they were distributed (usually at the last minute) to the colleges which then administered and graded them. Because of the criticism of the exams, the Consortium is now taking greater care about exams. They are examined by both testing experts and other teachers in the field in order to make them valid, reliable, understandable, and consistent. Exams are definitely improving, but the Consortium has yet to give an exam it is completely satisfied with.

History of Mexico was aired five days a week, holidays included, mainly because it had to fit into the broadcast schedule of one of the local television stations. Students did not like having to watch programs on holidays, so this has not been done since. In order to fit station schedules, the Consortium reruns programs on holidays.

The "textbook" for health education was a packet of small books and leaflets. Although many students commented on the value of the packet, they felt it was too expensive (over $14.00), and contained too much reading. The problems inherent in obtaining and distributing so many booklets were also annoying, so this type of arrangement will not be used by the Consortium again.

The actual production of History of Mexico was sub-contracted to a film production company which did most of the filming on-location in Mexico. Technically, their abilities were a great deal less than optimum and hence there were many criticisms of the production quality. This has not been the case with courses produced in local TV studios.

Many college instructors were concerned that TV courses would cut drastically into the enrollment of on-campus classes thus replacing the teacher. To determine this effect, the total Health Education and History of Mexico on-campus enrollment was studied. The total enrollment of these two courses in the fall, 1971 (when the courses were aired) and the total enrollment in the fall, 1970 (when the courses were not aired) was compared. The results were as follows:

CHART G - EFFECT OF TV COURSES ON ON-CAMPUS ENROLLMENT

	History of Mexico	Health Education
Fall, 1970	171	16,969
Fall, 1971	310 139 more students	16,630 339 less students

These figures definitely show that the televised courses did not significantly reduce the enrollment of the same on-campus courses. In fact, in the case of History of Mexico, 82% more students enrolled in the on-campus History of Mexico while the course was on TV. This is because many of the Consortium colleges did not have History of Mexico included in their regular curriculum. When it was shown

as a TV course, some of these colleges also initiated an on-campus course in the subject. In health education, a staple at all colleges, there was only a 2% decrease in on-campus enrollment.

Students were asked on a questionnaire the time of day that they preferred the course. This was not really a valid question because the students queried were those taking the course, so they would have a natural bias toward the time they were already watching. However, the results of this question were as follows:

CHART H - BEST TIMES FOR TELEVISED COURSE

	History of Mexico	Health Education
Morning	38%	60%
Afternoon	17%	12%
Evening	45%	27%

Health Education was aired only in the early morning (7:00 to 7:30 a.m.), hence, had a majority of people preferring that time. History of Mexico was aired three times a day (6:00 to 6:30 a.m. on a VHF and 2:30 to 3:00 p.m. and 7:00 to 7:30 p.m. on an educational UHF.) The results would indicate that most people watched in the evening. It would appear that afternoon is the least desirable time for the courses.

It is difficult to categorize what courses students would like to have offered over TV. Just about every course imaginable was mentioned by someone and there was no course that was mentioned by an overwhelming prepondenance of people. There were a fair number of Spanish-American-oriented courses such as Latin American History and Spanish listed by the History of Mexico students, but this was no doubt due to previous interests.

The analysis of course effectiveness shows that there is room for improvements, but, in general, the courses provide thorough, respectable education that is appreciated by the students.

ANALYSIS OF AUDIENCE COMPOSITION

Information about the television students was gathered so that the Consortium could know who constituted its audience and thus program more accurately to that group.

In general it was found that the typical television student is a married female who is older than the typical college-age student. She has some college education and is taking the course on a part time basis in order to get a college degree. The following charts summarize audience characteristics.

CHART I - SEX BREAKDOWN OF TELEVISION STUDENTS

	History of Mexico	Health Education
Female	64%	67%
Male	36%	33%

The sex breakdown, in itself, tells that the TV student is not typical. Many of the women had families before completing their education and now find this a convenient way to get education because they do not need to hire baby sitters.

CHART J - AGE BREAKDOWN OF TELEVISION STUDENTS

	History of Mexico		Health Education	
Under 20	16%		33%	
20-24	18%		16%	
25-29	15%		12%	
30-34	12%		11%	
35-39	11%	Total over 20 - 84%	9%	Total over 20 - 67%
40-44	11%		8%	
45-49	10%		6%	
50-55	5%		4%	
56-59	1%		0%	
60-64	1%		0%	

The age breakdown shows decreasing percentages with age which is not surprising. What is unlike the regular community college population is the percentage of people above 20. The colleges are geared mainly for 18 and 19 year olds, and by offering TV courses are gaining a whole new population not usually associated with community colleges. Health Education, being a required course, had more regular college students than History of Mexico.

CHART K - DEFINED ADULT STATUS OF TELEVISION STUDENTS

	History of Mexico	Health Education
Defined Adults	71%	63%
Non-defined Adults	29%	37%

"Defined Adult" is a term used in California to determine how much money school districts get for each student. A "defined adult" is a person over 21 and taking less than ten semester units. Any person taking 10 or more units is not a "defined adult" regardless of his age. School districts receive less money for "defined adults" than "non-defined adults," but the implication of this statistic for the Consortium study is to again underscore that most of the students are older than the typical college student and are part time.

CHART L - MARITAL STATUS OF TELEVISION STUDENTS

	History of Mexico	Health Education
Married	55%	52%
Single	40%	44%
Divorced	5%	3%
Widowed	1%	1%

Again, the preponderance of married students indicates that they are not the typical college student.

CHART M - YEARS SINCE TELEVISION STUDENTS LAST ATTENDED SCHOOL

	History of Mexico	Health Education
0 to 2	81%	84%
More than 2	19%	16%

Information was gathered for the above chart because it was thought that TV might prove to be a means for bringing education to people who had not considered it for many years. However, this did not turn out to be the case. Most of the students were already attending college, obviously many of them on a part-time basis. So television was to them an easier way to do what they were already doing. It is probable to television's credit that 19% and 16% of the students returned to college after being away a considerable number of years.

CHART N - STUDENTS' REASON FOR TAKING COURSE

	History of Mexico	Health Education
For Degree	42%	66%
Interest in Subject	42%	20%
Salary Increase	6%	3%
Professional Advancement	5%	3%
Other	4%	7%
Job Promotion	1%	2%

The required nature of Health Education no doubt accounts for the difference between the two courses.

CHART O - OCCUPATIONAL BREAKDOWN OF TELEVISION STUDENTS

	History of Mexico	Health Education
Student	32%	41%
Housewife	19%	22%
Teacher	11%	4%
Other	10%	12%
Sales	8%	5%
Clerical	7%	4%
General Office	7%	4%
Mechanical, skilled	4%	5%
Public Assistance	4%	0%
Retired	2%	0%
Mechanical, unskilled	1%	0%
Military	1%	0%

The data here is not completely valid because many people checked student and/or housewife and then something else in addition. Anyone taking one course could consider himself a student and many women are housewives but also go to school or work. However, it is interesting to notice the considerable percentage of teachers who took History of Mexico. Most numerous in the "other" catagory were nurses, technicians, janitors, TV directors, and bankers.

CHART P - INCOME BREAKDOWN OF TELEVISION STUDENTS

	History of Mexico	Health Education
Below $3000 per year	29%	40%
$3000 - $6000	16%	12%
$6001 - $9000	19%	12%
$9001 - $12,000	18%	18%
$12,000 - $15,000	7%	12%
$15,001 and over	11%	6%

Again, the data is not completely valid. Many students and housewives indicated their own incomes and not family income. Hence, the large percentage in the below $3000 category is not really accurate. The Consortium is not really serving the poor to the extent these figures would lead one to believe.

CHART Q - EDUCATION BREAKDOWN OF TELEVISION STUDENTS

	History of Mexico	Health Education
Below grade 12	2%	3%
In grade 12	1%	2%
High school graduate	9%	19%
0-30 college units completed	33%	48%
31-60 college units completed	26%	20%
Over 60 units	11%	5%
Bachelor's degree	13%	2%
Master's degree	4%	1%
Doctor's degree	0%	0%

The largest percentage of students is right where they would be expected - 0 to 30 units. However, it is interesting to note the number of people beyond the two-year college level who take these courses.

This audience analysis has been used by the Consortium in its course production. Language and examples used by the TV instructors are geared toward this more mature audience.

ANALYSIS OF PUBLICITY EFFECTIVENESS

The courses were very heavily publicized which seemed to be the main key to their large enrollments. Publicity previous semesters had been fairly disorganized. Colleges were somewhat overwhelmed with just operating the courses and put little effort into publicizing. No one person in the Consortium had been given responsibility for publicity.

However, shortly before History of Mexico was to be aired, the eight colleges comprising the Los Angeles Community College District hired a TV coordinator, Dr. Cecil Osoff. He was to handle mechanics of all Consortium courses for the eight colleges and concentrate on promoting the History of Mexico because it had been produced by the Los Angeles district. The Consortium also hired an administrator, Mr. Gus DeJong, to coordinate details among the colleges and to promote courses. Spurred by the efforts of these two men, the Consortium colleges also put more effort into publicity.

Brochures about the courses were distributed widely. 460,000 brochures about the History of Mexico (100,000 in Spanish) and 120,000 about Health Education were printed. The Spanish language brochures were intended to be distributed in Spanish speaking neighborhoods. However, they led to a great deal of confusion for the people receiving them thought the course would be in Spanish. So distribution of them was stopped.

There were less brochures for Health Education because it was an old course and the primary emphasis was on the new History of Mexico. Hence, there were usually less Health Education brochures distributed than History of Mexico at most places, and there were many places where only History of Mexico were distributed. In succeeding semesters, the Consortium has made one brochure to cover all its courses.

One of the main areas contacted by Dr. Osoff and Mr. DeJong was local large businesses. A very enthusiastic person in this area was the vice president of store operations for Thrifty Drug Company who saw to it that 20,000 brochures were handed out over the counter at 360 Los Angeles area drug stores.

Many companies handed out brochures to employees. Bank of America, through its training department, held in-service sessions about the course for employees and set up a means by which they would enroll through the bank. Arco, General Telephone, Pacific Gas and Electric, and Pacific Telephone all distributed to employees by having department heads hand out brochures at meetings. Total brochures for these companies was about 25,000. Technicolor Corporation stuffed the pay checks of 200 employees with a slip of paper giving essential information about both courses.

The Los Angeles Chamber of Commerce distributed 1000 brochures to members and 8000 brochures were delivered to 83 county libraries.

History of Mexico brochures were distributed widely in the Spanish-American section of Los Angeles. Dr. Osoff secured a truck to distribute brochures at a Mexican-American fair in September and college students walked around the area many days handing out brochures.

Dr. Osoff and Mr. DeJong also saw to it that news releases went to ninety-five newspapers and that twenty and thirty second spot announcements went to all Los Angeles area radio stations. The three TV stations involved in airing the courses--KNBC, KABC, and KCET--also ran many spot announcements.

People involved with the courses appeared on TV station talk shows and gave a phone number people could call to receive a brochure. Thousands of phone calls were received because of these.

The colleges concentrated more on their own immediate areas, but obviously in a city as mobile as Los Angeles, there was much overlap. All colleges made sure

the courses were listed in their schedule of classes. This should have been done all along but prior semesters was one of those things that sometimes fell through the cracks.

Most colleges placed brochures and/or posters around campus in such places as admissions offices, libraries, book stores, student centers, registration lines, and counselors' offices. Some put articles in the school newspaper and staff bulletin and mailed out brochures with other pre-school mailings to students.

Many of the colleges also mailed or hand carried brochures throughout their communities to such places as stores, churches, libraries, YMCA's, high schools, elementary schools, PTA meetings, recreation centers, businesses, rest homes, apartment houses, employment offices, adult education centers, Chamber of Commerces, and various other civic organizations. One college arranged to send brochures home with all high school and elementary school children in the district. Many colleges sent brochures to students who had previously taken TV courses.

The colleges that publish community newsletters printed articles about the courses and, in some cases, included application forms. Colleges also wrote news releases and spot announcements for local newspapers, radio stations, and cable TV's. One college purchased an ad in a local newspaper that included a clip-out enrollment form. They placed a similar ad (for free) in a high school district newsletter and found they got much better results from it than the purchased ad.

Since a great deal of energy was expended in publicity, it was of interest to learn what publicity methods were most effective. To this end, students were asked to indicate how they learned about the courses. The results are tabulated below.

CHART R - MEANS BY WHICH STUDENTS LEARNED ABOUT THE COURSE

	History of Mexico	Health Education
Brochure picked up	29%	23%
Announcement on television	19%	12%
A friend	13%	12%
Brochure that came in the mail	11%	9%
Newspaper article	9%	9%
Poster on bulletin board	5%	5%
College schedule of classes	4%	14%
Announcement by college instructor	3%	5%
College counselor	3%	4%
Enrolling in previous course	3%	5%
Announcement on radio	2%	1%
Other	0%	2%

For both courses, a brochure picked up rated first. Students indicated on the questionnaire where they picked up the brochure, and over half of the replies listed somewhere on a college campus. Next highest was at the place of employment followed by various community locations, none of them dominant.

Students indicated which TV station they heard the announcement on and all three stations were about equal.

It was encouraging to see the number of students who heard of the course from a friend. This is by far the cheapest and most convincing form of publicity.

Students indicated which newspaper they read an article in, and the list included many, many small newspapers throughout the Los Angeles area.

Posters on bulletin boards were located almost entirely on college campuses.

The only place where there was a large difference between the two courses was in the percentage who learned through the schedule of classes. Again, the required nature of Health Education accounts for this. It is a course students would be looking for in the schedule whereas History of Mexico is purely an elective and one that many colleges never offered previously.

The college instructor students learned from was, in most cases, the teacher of record. However, one college sent out a notice to all instructors to read to students and this gained the school a fair number of enrollees.

A few college counselors were enthusiastic and mentioned the course to students, but most did not.

Hopefully, "enrolling in a previous course" will increase now that there has been a large enrollment.

Radio was disappointing. Only two radio stations were listed as ones where the announcement was heard which indicates that most radio stations did not air the spots.

The most common "other" response was "my mother!"

Unfortunately, this analysis did not yield an easy way to publicize the courses. Every little bit helped, and the most effective way--physically distributing brochures--is the one that takes the most time and energy.

RECOMMENDATIONS

It is recommended that the Consortium continue its efforts in providing open-circuit television courses. They are very effective and respectable and offer education to many who might not be able to obtain it otherwise. They also give education more conveniently than is possible on campus. In addition, with high enrollments and financial support from television stations, open-circuit television becomes an economical means of education. In days when schools are feeling the financial pinch, this should be developed in the mainstream of education.

Another recommendation is that the Consortium should continue to put great emphasis on publicity so that all elements of the public are made aware of the offerings. It is only through knowledge of the courses that students can enroll. The courses, themselves, should be of high technical and pedalogical quality so that many students learn about the courses through word and mouth--by far the cheapest means of advertisement. The individual colleges should be encouraged to spend considerable effort on publicity as it is effective in gaining students.

It is further recommended that the Consortium place more emphasis on giving guidance to the students as this is a major complaint. It should also continue to try to improve testing.

A final recommendation is that the Consortium undertake studies similar to this one at regular intervals because there is the chance that the audience characteristics may change or that elements of course effectiveness may change. The Consortium should keep abreast of this so that it can best serve its student body.

APPENDIX A

TELEVISION COURSE QUESTIONNAIRE

NAME_____
LAST FIRST MIDDLE

SEX_____ AGE____ MARITAL STATUS_____ NO. OF YEARS SINCE LAST ATTENDING SCHOOL___

_____How did you learn about this course? Please use number from the following list. You may list several if more than one influenced your decision to enroll. If possible, please supply information asked for in parenthesis.

1. announcement on TV (which channel_____)
2. announcement on radio (which station_____)
3. newspaper article (which newspaper_____)
4. brochure picked up (where picked up_____)
5. brochure that came in the mail
6. announcement read by college instructor (which instructor_____)
7. poster on bulletin board (location of board_____)
8. college counselor (which counselor_____)
9. the schedule of classes
10. a friend
11. have enrolled in previous TV course (which one_____)
12. other (please specify_____)

_____Reason for taking course. Please use number from list. You may use more than one.

1. student (for degree)
2. job promotion
3. salary increase
4. interest in subject
5. professional advancement
6. other

_____Principal occupation. Please use number from the following list.

1. Housewife
2. Teacher
3. Student
4. Clerical
5. Sales
6. General Office
7. Mechanical-Skilled
8. Mechanical-Unskilled
9. Public Assistant
10. Retired
11. Military
12. Other (Please specify_____)

_____Income Level. Please use number from the following list.

1. Below $3,000 per year
2. 3,000 - 6,000
3. 6,001 - 9,000
4. 9,001 -12,000
5. 12,001 - 15,000
6. 15,001 and over

_____Education completed. Please use number from the following list.

1. Below 12th Grade
2. In 12th Grade
3. High school graduate
4. 0 - 30 college units completed
5. 31 - 60 college units completed
6. Over 60 without bachelor's
7. Bachelor's completed
8. Master's completed
9. Doctorate completed

_____If you have taken any regular on-campus college courses, how would you rate this televised course in comparison to them? Please use number from the following list.

1. TV course is harder
2. TV course is easier
3. Both about the same difficulty
4. I have not taken any regular college courses

What other courses would you like offered on television?_____

_____

How could this course be improved?_____

_____

What do you like best about this course?_____

What times and days do you prefer courses to be televised?_____

APPENDIX B

AUDIENCE ANALYSIS QUESTIONNAIRE

Please return to: Lynne Gross, Long Beach City College, 4901 East Carson, Long Beach, California 90808

_____ _____

NAME OF PERSON COMPLETING FORM COLLEGE

____Total college enrollment in on-campus health education course in fall, 1970

____Total college enrollment in on-campus history of Mexico courses in fall, 1970

____Total college enrollment in on-campus health education courses in fall, 1971

____Total college enrollment in on-campus history of Mexico courses in fall, 1971

Grade distribution for televised health education course, fall, 1971

____A ____B ____C ____D ____F ____W ____Inc.

Grade distribution for televised history of Mexico course, fall, 1971

____A ____B ____C ____D ____F ____W ____Inc.

Grade distribution for one randomly selected on-campus health education course, fall, 1971

____A ____B ____C ____D ____F ____W ____Inc.

Grade distribution for one randomly selected on-campus history of Mexico course, fall, 1971.

____A ____B ____C ____D ____F ____W ____Inc.

____Number of defined adults in fall, 1971, televised health education course

____Number of defined adults in fall, 1971, televised history of Mexico course

____Number of non-defined adults in fall, 1971, televised health education course

____Number of non-defined adults in fall, 1971, televised history of Mexico course

IF YOU STILL HAVE ANY QUESTIONNAIRES GIVEN TO THE HEALTH EDUCATION AND HISTORY OF MEXICO STUDENTS, PLEASE ENCLOSE THEM WITH THIS FORM.

Please list all ways you can think of in which your college publicized the fall, 1971, consortium courses.

APPENDIX C

CONSORTIUM COLLEGES, FALL, 1971

Cerritos

Compton

El Camino

Golden West

Long Beach

Mt. San Antonio

Orange Coast

Pasadena City

Rio Hondo

Santa Ana

Santa Monica

Riverside

Los Angeles City

Los Angeles Harbor

Los Angeles Pierce

Los Angeles Southwest

Los Angeles Trade-Tech

Los Angeles Valley

East Los Angeles

West Los Angeles